

## KENSINGTON ELEMENTARY

86 Kensington Boulevard  
Georgetown, South Carolina 29440

**GRADES** PK-5 Elementary School

**ENROLLMENT** 587 Students

**PRINCIPAL** Capers Johnston 843-546-8511

**SUPERINTENDENT** Dr. H. Randall Dozier 843-436-7000

**BOARD CHAIR** Mrs. Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	63	22	1	0

#### IMPROVEMENT RATING:

**AVERAGE**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Average	Yes

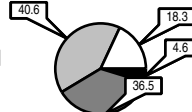
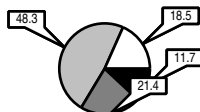
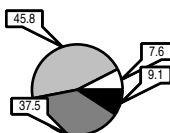
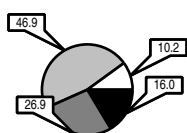
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	295	100.0	8.0	45.7	37.3	9.1	57.2	Yes	Yes
<b>Gender</b>									
Male	140	100.0	9.1	48.5	36.4	6.1	55.3		
Female	155	100.0	6.9	43.1	38.2	11.8	59.0		
<b>Racial/Ethnic Group</b>									
White	170	100.0	6.1	34.4	47.9	11.7	67.5	Yes	Yes
African-American	110	100.0	12.1	61.6	22.2	4.0	39.4	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	66.7	22.2	11.1	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	250	100.0	5.9	44.8	38.9	10.5	63.6		
Disabled	45	100.0	21.6	51.4	27.0	0.0	16.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	295	100.0	8.0	45.7	37.3	9.1	57.2		
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	0.0	72.7	27.3	0.0	63.6	I/S	I/S
Non-Limited English Proficient	283	100.0	8.3	44.5	37.7	9.4	57.0		
<b>Socio-Economic Status</b>									
Subsidized meals	151	100.0	12.5	54.4	29.4	3.7	39.7	Yes	Yes
Full-pay meals	143	100.0	3.6	36.7	45.3	14.4	74.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	295	100.0	10.1	47.1	26.8	15.9	61.2	Yes	Yes
<b>Gender</b>									
Male	140	100.0	8.3	52.3	25.0	14.4	59.1		
Female	155	100.0	11.8	42.4	28.5	17.4	63.2		
<b>Racial/Ethnic Group</b>									
White	170	100.0	6.1	38.0	32.5	23.3	73.6	Yes	Yes
African-American	110	100.0	18.2	59.6	19.2	3.0	41.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	77.8	0.0	22.2	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	250	100.0	7.5	43.9	30.1	18.4	68.2		
Disabled	45	100.0	27.0	67.6	5.4	0.0	16.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	295	100.0	10.1	47.1	26.8	15.9	61.2		
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	0.0	81.8	9.1	9.1	54.5	I/S	I/S
Non-Limited English Proficient	283	100.0	10.6	45.7	27.5	16.2	61.5		
<b>Socio-Economic Status</b>									
Subsidized meals	151	100.0	16.2	59.6	18.4	5.9	41.2	Yes	Yes
Full-pay meals	143	100.0	3.6	35.3	35.3	25.9	81.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	108	100.0	16.3	34.7	41.8	7.1	49.0
	<b>Grade 4</b>	107	100.0	19.6	38.0	40.2	2.2	42.4
	<b>Grade 5</b>	84	100.0	22.1	46.8	31.2	N/A	31.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	113	100.0	8.1	37.8	36.9	17.1	54.1
	<b>Grade 4</b>	87	100.0	9.4	56.5	28.2	5.9	34.1
	<b>Grade 5</b>	95	100.0	13.0	50.0	35.9	1.1	37.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	108	100.0	21.4	46.9	26.5	5.1	31.6
	<b>Grade 4</b>	107	100.0	14.1	33.7	28.3	23.9	52.2
	<b>Grade 5</b>	84	100.0	10.5	47.4	22.4	19.7	42.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	113	100.0	9.9	50.5	26.1	13.5	39.6
	<b>Grade 4</b>	87	100.0	14.1	43.5	30.6	11.8	42.4
	<b>Grade 5</b>	95	100.0	12.0	46.7	19.6	21.7	41.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 587)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.5%	Up from 0.8%	2.7%	2.7%
Attendance rate	98.8%	Up from 92.7%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.2%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.2%		3.0%	3.5%
Eligible for gifted and talented	27.0%	Up from 22.9%	16.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.7%	Down from 10.1%	9.0%	8.2%
Older than usual for grade	0.7%	No change	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	62.7%	Up from 53.1%	52.2%	51.4%
Continuing contract teachers	90.2%	Up from 87.8%	90.0%	87.5%
Highly qualified teachers**	80.8%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	2.1%		0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 82.7%	88.6%	86.7%
Teacher attendance rate	95.7%	Up from 94.2%	95.0%	94.9%
Average teacher salary	\$43,519	Up 6.1%	\$40,901	\$40,760
Prof. development days/teacher	12.6 days	Up from 10.5 days	12.1 days	12.4 days

School				
Principal's years at school	17.0	Up from 16.0	5.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 14.3 to 1	19.6 to 1	18.9 to 1
Prime instructional time	93.9%	Up from 85.9%	90.2%	90.0%
Dollars spent per pupil*	\$7,079	Down 0.7%	\$5,739	\$6,044
Percent of expenditures for teacher salaries*	65.7%	Up from 65.1%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Up from 97.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We truly believe "Together We Can Build The Brightest Future" at Kensington Elementary School. We work closely together to ensure the brightest future for our children. Our entire KES family has worked so hard, given and accomplished so much. Our "home away from home" is a great place to live and grow.

Our KES family continues to be innovative and diligent in our efforts to provide quality enrichment and academic assistance opportunities for our children. We have incorporated the State Standards into our lessons and unit planning. Our children are challenged to work, think, and question at higher levels through a variety of learning opportunities before, during, and after school. We continue to promote high standards and expectations for ourselves as a faculty and staff and for our children and families.

Our parents are encouraged to visit our school and conference regularly with teachers. Curriculum Nights are held throughout the school year to provide our parents with an orientation of the State Report Card process, interpretation of assessment results and State Standards, and our instructional programs, as well as to share other parenting information. Parents receive a complete listing of the state standards as applicable by grade level, as well as parenting suggestions to assist with reinforcement and enrichment of state standards. Open Houses are scheduled throughout the year during the school day to promote parent visitations to our classrooms. Parents and teachers conference regarding student progress, report cards, and test results as applicable. Teachers keep parents informed and involved on a regular basis through phone calls, home visits, biweekly progress reports, interim reports, and notes. Our school publishes a web site, a monthly newsletter, yearbook, and a calendar/handbook to keep our families informed of school events, expectations, and accomplishments.

We encourage the integration of technology into all subject areas and are proud of the progress we have made. We have been able to upgrade technology equipment in our classrooms, media center, and lab, which has greatly assisted us in moving closer to meeting our school-wide technology and curriculum goals.

We also continue to enrich our children in the area of the arts through poetry, artist and musical residencies, and drama club, as well as through daily instruction and presentations on our KES Morning Show.

Our children also have opportunities to learn and grow in the areas of physical education and foreign language instruction. We are constantly searching for and providing quality services, resources, and opportunities to our children, families, faculty, and staff through grants, Waccamaw Mental Health, Kiwanis, and Rotary partnerships, as well as through outstanding PTA and SIC support.

Together we are building our children's futures. We certainly appreciate everyone's support of our expectations and accomplishments. Our Kensington family was notified we met all objectives for Adequate Yearly Progress (AYP) as outlined by the federal No Child Left Behind legislation.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	42	80	61
<b>Percent satisfied with learning environment</b>	100.0%	90.0%	91.8%
<b>Percent satisfied with social and physical environment</b>	100.0%	90.0%	91.8%
<b>Percent satisfied with home-school relations</b>	100.0%	95.0%	77.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.